DOCUMENT RESUME

ED 045 267 RC 004 914

AUTHOR	Valencia, Atilano A.
TITLE	The Effects of a College Teacher Training Project with Emphases on Mexican American Cultural Characteristics. An Evaluation Report.
INSTITUTION	Sacramento State Coll., Calif.
SPONS AGENCY	Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
PUB DATE	18 Sep 70
NOTE	78p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$4.00
DESCRIPTORS	*Cross Cultural Training, *Cultural Awareness, Educational Programs, Educational Research, Ethnic Relations, *Mexican Americans, *Program Evaluation, Tables (Data), *Teacher Education

ABSTRACT

The major purpose of the Sacramento State College Mexican American Educational Project is to provide prospective teachers with an in-depth understanding of the cultural heritage, acculturation problems, and other behavioral characteristics found among Mexican American children. Components of the project include (1) a teacher-training program; (2) a fellowship program for Mexican American college students; (3) a cross-discipline approach which incorporates anthropology, psychology, sociology, and linguistics (Spanish for Spanish speakers); (4) a demonstration school and training center; (5) a curriculum development laboratory; (6) community involvement programs; (7) a teacher-administrator institute; and (8) a 6-week travel study in Mexico for both experienced and inexperienced teachers. Included in the document are statistical analyses and findings, along with a resume of recommendations. (EJ)

ED0 45267

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RECEIVED
JAN 6 1971
NMSU
E.R.I.C.

THE EFFECTS OF A COLLEGE TEACHER TRAINING PROJECT WITH EMPHASES ON MEXICAN AMERICAN CULTURAL CHARACTERISTICS

An Evaluation Report

for the

Mexican American Project

Sacramento State College

Sacramento, California

RC 00 49 14

by

Dr. Atilano A. Valencia

September 18, 1970

Sacramento State College
Mexican American Project
Co-directors: Steven F. Arvizu
Duane E. Campbell

southwestern
cooperative
educational
laboratory

PREFACE

On June 8, 1970, an agreement was negotiated between the Sacramento State College Foundation and the Southwestern Cooperative Educational Laboratory to conduct an evaluation of the Sacramento State Mexican American Education Project. The preliminary negotiations were undertaken with Steve Arvizo, Assistant Professor of Anthropology, and Co-Director of the Mexican American Education Project. The initial contract was prepared by Eugene M. Morris, Director of Sacramento State College Foundations.

Dr. Atilano A. Valencia, Director of Related Programs for Mexican Americans, on July 9-12, with Mrs. Ida Carrillo of the Laboratory and Mr. Dave Sanchez of the Cultural Awareness Center at the University of New Mexico, conducted interviews, observations, and administered evaluation instruments with the project staff, faculty, board members, and project participants. The data obtained through these procedures were then tabulated, analyzed, and interpreted at SWCEL. These evaluation activities produced the findings and recommendations presented in this report.

TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
	Program Description	1
	Evaluation Plan for the Year 1969-70	3
	Evaluation Instruments	5
II.	INTERVIEW AND OBSERVATIONAL FINDINGS	7
	Introduction	7
	Part 1	7
	Administration and Organization	7
	Curriculum and Program Content	8
	Student Success	9
	Community Involvement and Interaction	10
	Instructional Resources	10
	Participation by Students in Program	11
	Effects of Program on Institutional Change	11
	The Selection Process	12
	Dissemination	13
	Program Evaluation	14
	Part 2	16
III.	STATISTICAL ANALYSES AND FINDINGS	20
	Student Opinion Relative to Teaching Competencies	20
	Student Attitudes Toward Teaching and Course Variables	21
	Student Perceptions About the Project's Administration, Community Involvement, and Curriculum	23
IV.	RESUME OF RECOMMENDATIONS	58
	APPENDICES	60
	Appendix A: Sample of Sacramento State College Course and Instructor Evaluation Questionnaire	61
	Appendix B: Sample of Student Opinion of Teaching and Course	63
	Appendix C: Sample of Fellowship Opinionaire and Evaluation	67
	Appendix D: Sample of Program Questionnaire	73
	Appendix E: Student Perceptions of Desireable Teaching Characteristics	80

I. INTRODUCTION

Program Description

The major purpose of the Sacramento State College Mexican American Education Project is to provide prospective teachers with an in-depth understanding of the cultural heritage, acculturation problems, and other behavioral characteristics found among Mexican American children in the community and school and to prepare teachers to develop and apply instructional approaches that will relate favorably to the characteristics of these children.

The description of the program components includes a teacher-training program, coupled with a Fellowship program for Mexican American college students, which attempts to cope with the immediate educational needs of the Mexican American child. New ways have been envisioned for training teachers and administrators who expect to work with Mexican American children. A cross-discipline approach has been incorporated and anthropology, psychology, sociology, and linguistics (e.g., Spanish for Spanish-speakers) have been offered. Education courses have been given meaning by providing ongoing experiences for prospective teachers. At a demonstration school opportunities are provided for the college student to gain firsthand experiences with experienced teachers. The program design is comprehensive, and the expectations for enhancing the educational development and aspirations of Mexican American children appear promising.

Twenty-two experienced elementary and secondary school teachers and administrators from California have participated in the program. These candidates have taken extensive course work in anthropology, social sciences, history, education, and related field work leading, in most cases, to the Master's degree. The Fellows have received full tuition, dependent and basic living expenses.

In 1969-70, an "Inexperienced Special Clientele Program" was instituted as an additional project component. Twenty bilingual students with an understanding of the Mexican American cultural characteristics and educational needs were selected. Among them were Mexican Americans who were unable to continue their education due to financial reasons, but who maintained a special interest in improving their educational background to enable them to make greater contributions to the education and development of Mexican American children.

This component provides training for the Special Clientele Fellows in special education, regular teacher training, social sciences, and linguistics. Additionally, it extends an opportunity for participants to work in teams with the project's Experienced Teacher Fellows and to gain experience as teacher aides in the experimental school. The program provides the student with $2,400 for the academic year and summer, plus dependent allowances.

Additional components instituted in 1969-70 are the demonstration school and training center, a curriculum development laboratory, a community involvement program, a teacher-administrator institute, and a six-week travel-study in Mexico for inexperienced and experienced teachers.

The demonstration school is a field laboratory for the experienced and inexperienced participants. It also is expected that this setting will serve to demonstrate to administrators and teachers throughout California new strategies for improving Mexican American education.

In the curriculum workshop, the Fellows gain experience producing relevant materials for low-income students, slow learners, and children of Mexican American descent.

The teacher-administrator institute is designed to familiarize administrators (from districts where Fellows will return) with the teacher-preparation component. It is expected that administrators will utilize the services of these teachers advantageously.

In addition to the demonstration school, a laboratory has been established in the Sacramento School District to initiate and demonstrate the feasibility of training teachers with equal competency in educational methodology, special education, and skills necessary to work in compensatory schools. This program hopefully will serve as a model for major revisions of the teacher training program at Sacramento State.

Evaluation Plan for the Year 1969-70.

The extent to which this program attains its objectives cannot possibly be determined through one evaluation. At this stage, it is possible to simply reveal degrees of progress, program strengths, and apparent weaknesses. Such an assessment can be accomplished through questionnaires, interviews, observations, and other media. The observations must be interpreted to serve as recommendations for further program revision or expansion.

The evaluation scheme includes the following activities:

1. Informal interviews with a co-director and other staff members.
2. Familiarization with proposal objectives and program components.
3. Visitation of the campus Project Center and the Demonstration School.

4. Observation of one of the project's committee meetings and a Policy Board meeting.
5. Informal interviews with project participants away from the Campus environment.
6. Administration of questionnaires to project participants.
7. Interviews with community liaison participants and board members.
8. Collection and mailing of questionnaire data by staff personnel.
9. Transcription and tabulation of questionnaire and interview data.
10. Selection or design of computer format and program for data analyses.
11. Application of analyses of variance to determine significant differences between participant groups and/or between program variables.
12. Interpretation of statistical findings to ascertain negative, average, or favorable student perceptions toward given program components or variables.
13. Observations and inferences of statistical findings to formulate suggestions or recommendations for program revision or expansion.

The evaluation report incorporates a brief description of the program, a description of the evaluation scheme and instruments, the statistical findings, reports on the interviews, and inferences and recommendations based on the overall statistical findings and observations. Additionally, an evaluation plan for the year 1970-71 is presented in the final section.

Evaluation Instruments

Four principal types of evaluation instruments were administered. All were designed to ascertain student perceptions toward instructors, teaching, courses, and curricula offerings, as well as faculty and board opinions about various elements in the project undertaking.

An evaluation instrument entitled, "Course and Instructor Evaluation," was designed specifically to determine student perceptions of the teaching competencies. Initially, this consisted of twenty-six questions. However, due to the inconsistency in the rating scheme used with different items, only ten of the test items were selected for analysis. A three point rating scale was used to score the student responses. For example, a negative response was marked zero (0), an average or indifferent response was marked one (1), and a positive or favorable response was given a two (2). Therefore, a maximum of twenty points was possible. This questionnaire is found in Appendix A.

A second evaluation instrument entitled, "Student Opinion of Teaching and Course," consists of two components. The first component contains sixteen questions relative to student opinions about teacher and instructional characteristics. The second component consists of six questions relative to student perceptions about course characteristics covered by the same teacher. A five point scale is used providing a negative to positive quantitative dimension for each test item. A maximum score of eighty points is possible in the first component and a total score of thirty in the second component. A copy is found in Appendix B.

Another instrument was designed to ascertain student perceptions about the administration and staff operational mechanics, perceptions relative to experiences in the community and community school, and opinions about teachers,

and curricular areas of particular advantage to the students in the program. The first component contains fifteen questions, giving a maximum score of forty-five points. The second component includes six questions, with a maximum score of eighteen points. Further, the third component contains three questions for a maximum score of nine points. Included in the third test component are questions related to student opinions about the teachers and curricular offerings most advantageous to the project participants. These final responses were simply listed to be tabulated and totaled in terms of teacher names and curricular areas. This instrument is provided in Appendix C.

A comprehensive questionnaire was designed for evaluators to use in interviews with project personnel. This instrument contains questions relative to the following categories: Administration and organization, curriculum and program content, instructional resources, faculty and personnel, trainees, project evaluation plan, community involvement and interaction, dissemination, and effects of the program. Because opinions can be either noted or taped, no rating scale is used with this instrument. The remarks of the different interviewees are analyzed in terms of positive or negative perspectives relative to each category in the instrument.

II. INTERVIEW AND OBSERVATIONAL FINDINGS

Introduction

The following findings and recommendations are based on interviews with staff members, faculty, student participants, and community liaison personnel. Additional information was obtained from observations at board meetings and visitations to the project center and demonstration school.

The first part contains findings derived from interviews and observations conducted by Dr. Valencia and Mrs. Carrillo. The second part includes a resume of findings by Mr. Sanchez based on his interviews and observations during four days of visitation to Sacramento State College.

Part 1.

Administration and Organization

Since the project has grown more complex in relationship to personnel involvement and administrative functions, the selection of a directorship (unitary or dual) was one of the problems that the College Policy Board encountered in the summer of 1970. The Board's decision in selecting co-directors was based on the concept that a combination of administrative competencies would provide greater administrative advantages as compared to a single leader.

The effects of this dual directorship should be an element for study in the 1970-71 evaluation program. At this point, suffice it to say that while a dual leadership structure may provide a greater variety of

administrative abilities, the problems of conflict in leadership styles, administrative loads, roles and responsibilities, and group loyalty and allegiance can arise.

For these reasons, it is suggested that plans be formulated for the reorganization of the project administrative to include the following re= commendations:

1. Consideration for establishing a single director.
2. Consideration for phasing out the decision-making functions of the Policy Board, while allowing its policy making role to advantageously serve the project.

The Advisory Board has the potential to initiate recommendations for program revision and expansion. This Board should continue to serve as an effective and representative body for the participating students, community, faculty, and staff.

The roles and responsibilities of the administration staff require more precise definition. While this need not limit the extent and variety of involvement in project activities, areas of responsibility may be indicated to avoid duplication of effort.

Making provision for student responsibility in organizing and carrying out many project activities can alleviate handicaps in promoting a greater quantity and variety of functions. The administrative staff need not take direct charge of every activity. Student involvement and responsibility in the various levels must be given increased consideration.

Curriculum and Program Content

The curriculum and program content is one of the project's principal strengths. While an imbalance in curricular offerings may have existed, the course offerings for 1970-71 indicate corrective action. Primarily,

there appears to have been greater emphasis in anthropological principles with much course work being extended by the Anthropology Department. It is apparent that additional courses in education, coupled with practicums, will provide a more comprehensive curriculum for the prospective teacher of Mexican American children.

The program's interdiscipline approach is a notable strength. Knowledge and experience derived from courses and practicums in education, anthropology, psychology, sociology, and history are essential in the preparation of teachers who will work with Mexican American children. Additional input is suggested from media experts, specialists in new curricular and instructional approaches, Mexican American community leaders, and practitioners in schools with a heavy concentration of Mexican American children.

Some of the Fellows have expressed an interest in administration. Therefore, for students who are interested in this type of work, an opportunity must be extended for them to enroll in school administration courses. Moreover, their practicums should be related to their area of educational interest.

Student Success

Another significant program strength can be measured in terms of student success. Based on interviews with students and staff members, there is clear evidence that the program has been dramatically successful in extending knowledge, educational skills, and personal growth to a large percentage of the participants. Other types of evaluation techniques (e.g., interaction analysis, video taping, and written instruments) can provide further evidence relative to this observation.

Community Involvement and Interaction

Interview data reveal that parental interest in school affairs has increased. A number of parents have expressed delight that an educational program has been designed especially for the needs of their children. Others have indicated favorable comments regarding teachers in the demonstration school who show a genuine interest and concern for their children's education and welfare.

The foregoing findings reflect the beginning of community interest and involvement in the school program related to the project. It demonstrates that community involvement in educational affairs can be promoted through meaningful activities and interested school personnel. It is recommended that the project continue to explore various means to enhance community interest and participation in school affairs. This, then, may serve as a model for districts where a link between the school and the Mexican American community needs to be established.

Instructional Resources

Student comments in the open interviews generally indicate favorable perceptions about the faculty and their instructional effectiveness; however, the questionnaire data tend to reflect a greater number of average responses rather than favorable (excellent) indications.

Instructional resources for students to use in their teaching experiences have been provided in terms of availability. A need still exists for a greater quantity and variety of appropriate learning materials and tests for programs where bilingual/bicultural instruction is being emphasized. Nevertheless, observations of the demonstration school reveal much creativity and excellent utilization of existing learning materials.

Participation by Students in the Program

The program components, which incorporate interaction and action-type activities, have stimulated increased student participation. Yet, as students become less inhibited in expressing their views in group activities and meetings, the faculty, project staff, and administration must reflect increased ability in influencing group cohesiveness and attention toward meaningful and realizable goals. Meetings and discussion on problems and issues of immediate concern to students can prevent misunderstandings and communication gaps that are detrimental to the project undertakings.

The faculty and project can offer the media through which students can present logical and rational ideas and suggestions. This program has a unique opportunity to provide alternate avenues for increased student involvement in the learning process and in program development. Greater confidence must be generated in the students' capabilities in implementing project undertakings. Students can play an increased role in arranging meetings, trips, interviews, visitations, luncheons, conferences, etc. This would relieve the project administrators of some responsibilities so they could focus their energies on more important program functions.

Effects of the Program on Institutional Change

The effects of the program on institutional change can be multifold and far reaching. For example, there has been an immediate effect on institutional change at the college level and at the demonstration school. Curriculum and instructional revision and emphases have been noted.

The program, envisioned as a potential and integral component of the total college curriculum, offers a unique vehicle for carrying out instruction and student involvement in the learning process. It is expected that

this program eventually will be supported by college or state funds. This proposes phasing out federal support, but advocates a continuation of the program by the college. Because the program is expected to develop into a permanent teacher-training component, it can continue to reflect institutional changes at the college level and in school districts where its graduates are placed.

The trainees are perceived as change agents. Their training is based on the proposition that they will offer their services in communities where their skills and knowledge will be applied. Envisioning this program as ongoing and permanent, the increased number of trainees graduating every year will continue to influence favorable changes in the community and educational institutions. Eventually, it is expected that these effects will cover a wider geographical base. It also is expected that other colleges and universities will institutionalize programs based on objectives and educational effects similar to those given in this model.

The Selection Process

The selection criteria for both experienced and inexperienced program participants have proven highly successful. The number of students who have not personally benefited by the program is minute. Further, the number of students who will be unproductive in terms of contributions to the target population can be safely predicted as being insignificant.

As the program develops and gains new emphases, the selection criteria also must undergo changes. In the past, at least two non-high school graduates were selected for undergraduate training. This selection was based on evidence of continuous growth, interest, and concern for the

educational needs of children from low-income Mexican American families. The achievement and personal growth of these candidates have been truly notable.

As the program develops greater focus in the senior college curriculum, the probability of these types of students being accepted into the program will be remote or completely thwarted. This will be unfortunate because our society may never benefit from the contributions that these types of individuals can extend after two or more years of training in such a program.

Other alternatives must be conceived to permit more of these candidates to enter the program. For example, cooperative arrangements with the city colleges may offer courses to enrich the academic background of the students, particularly in areas of notable deficiencies. Counseling and guidance may be extended by program personnel while the student attends the city college and serves as a teacher aide or in some other related activity. These suggestions demonstrate the possibility of other avenues to advance the education and contributions of individuals who have exhibited much growth potential as well as dedication to the education and development of Mexican American children.

Dissemination

The program has produced some printed materials describing the program components and objectives. This phase of the project is in the developmental stage. As evaluation reports and other observational literature become available, efforts must be directed toward increased dissemination via dissemination agencies such as the ERIC Clearinghouse and regional educational agencies such as SWCEL. The project already has requested that SWCEL extend dissemination services relative to this report. These efforts should be encouraged and extended.

Program Evaluation

The evaluation scheme undertaken by the SWCEL team has been described in the introductory section of this report. Further evaluation processes are strongly recommended in 1970-71.

The 1970-71 evaluation plan will attempt to ascertain the extent and degree of institutional change relative to the Sacramento State College School of Education and the School of Arts and Science. The program effects will be especially noted in terms of teaching effectiveness, curricular thrusts, and philosophy.

The role and responsibilities of the project staff, policy board, and advisory board will be studied in terms of effects on personnel relationships and realization of program objectives.

Curriculum and program content will be analyzed to ascertain their relevancy to student needs and the target population. Student success will be determined in terms of cognitive and affective growth. This information will be obtained from available test data, interviews with students and faculty, and observations.

Degree of community involvement and interaction will be assessed through staff and student interviews, as well as interviews with people in the community.

The effectiveness of the instructional program at the college and demonstration school will be ascertained through student interviews and observations on site. The availability and appropriateness of instructional resources will be examined by visitations to the college campus and the demonstration school.

Participation by participants will be determined by interviews, questionnaires, and observation of student involvement in meetings and other program activities.

The selection criteria will be examined in terms of student growth and educational process. Counseling and guidance techniques will be noted through interviews with students, project staff, and faculty members.

The dissemination scheme will be assessed by examining printed matter and other publication media.

In essence, the 1970-71 evaluation plan will attempt to measure the following program aspects:

1. Extent and degree of institutional change at the college and elementary school level (demonstration school).
2. Effectiveness of the project administration in meeting the program objectives.
3. Effectiveness of the instructional program in promoting educational growth and developing teaching skills among the participants.
4. Extent and involvement of students in project activities.
5. Extent and involvement of the community in the program or educational affairs.
6. Impact by graduates of the programs in school districts with Mexican American children.

Evaluation instruments will be designed to ascertain student, faculty, staff, and community perceptions or attitudes toward various components in the program. Some will be of a paper-pencil type, others will

be used as guidelines in the interviewing processes. Tape recorders will be used to record responses. Observations of student activities, class sessions, teaching sessions, meetings, conferences, etc., will be conducted and corded for future reference. Communications and/or visitations will implemented with program graduates presently working in school distric co determine their involvement and impact in their educational settin s.

All of the foregoing activities will produce evaluation data that will reveal program emphases, weaknesses, and educational effects in terms of the student population and the target population in the school districts. The 1970-71 evaluation report will be comprehensive. It is expected that the findings will produce noteworthy recommendations for program implementation in other colleges and districts in the state.

Part 2.

The Mexican American Education project is well along toward accomplishing its objectives. To be sure, the ultimate results will be subject to assessment only after a long range period after the participants will have implemented their newly acquired practices and knowledge.

Viewed from an interim vantage point, some specific areas can be cited as very definitely converging on the realization of the ultimate goals. These are an attempt to effect a fusion of several approaches so that they all impinge on restructuring the educational thrust on effectively meeting the special challenges inherent in the educational development of the Mexican American.

Implicit in the evolutionary process of the project, as revealed by the gradual and systematic broadening and modification of its scope and sequence, is a sound and positive understanding by the leadership for engineering the project of the several and diverse components which must intermesh in order to obtain the required closure.

Certainly, the additional training of experienced teachers in the essentials of content and process aimed at enhancing their effectiveness in their work with ethnic minorities can be defended as being an important component in the overall effort of effecting realistic educational change which focuses on the special needs of minorities. Moreover, the procedure of incorporating into the package of strategies for educational change of such elements as community involvement, institutionalization of teacher preparation programs, programs for prospective teachers and aides, etc., as revealed in the Mexican American Education Project, is to be viewed as most commendable.

The degree of progress which appears evident with respect to each one of the components is in accordance with what can be reasonably expected. Intensive conversations with several people who constitute a fairly adequate sample of all personnel connected with the program show that morale and enthusiasm are high and that there is a deep sense of accomplishment.

The course content in the behavioral sciences has undergone somewhat extensive modification. All of it has been done in terms of what day-to-day experience shows to be more relevant and productive with respect to the understanding of the Mexican American ethos.

Some criticism was registered by the inexperienced fellows regarding what they considered to be an undue amount of time and effort devoted to theoretical aspects. They thought their training would be related more to actual fieldwork. One may surmise that such attitudes stem largely from lack of professional experience which so far has not given the students the opportunity to feel a need for a theoretical base on which to anchor their potential activity. On the other hand, such an attitude may be of value in that it constitutes a sort of challenge or reminder to the experienced fellow, as well as to the implementors, to exercise a more careful approach in bridging the gap between theory and practice.

The development of the laboratory schools probably is the crucial link for the project since it is here that theory and practice meets the real test. A visit to the Dos Rios Elementary School revealed much progress in terms of the effectivenes of newly developed materials and instructional techniques. It was here also that the interaction with the community showed its most productive aspect.

Selection of participants for the prospective teachers and aides component constitutes a most interesting aspect of the program. The criteria used not only does not exclude, but actually favors, selection of individuals which under normative procedures would be rejected as too marginal to be considered as adequate potential risks. The experience which they have had so far indicates that these individuals are proving quite worthy of the opportunity. Also, because of their first hand experiences in hard core life situations, they seem to have an advantage in relating to or empathizing with individuals from similar backgrounds who constitute a sizable proportion of Mexican American students.

One of the most critical project components is the library and materials laboratory. The development of this center has lagged somewhat, but understandably so, given the overall dearth of materials related to the Mexican American culture. The enthusiasm expressed left no doubt, however, that a build up of the lab materials to an optimum level is well under way.

The organizational apparatus for implementing the project has one major weakness which was acknowledged and recognized by most of those interviewed. This is in the division of administrative responsibility between the co-directors. This not only precludes the unitary control which is necessary to properly direct and coordinate the project, but also makes it impossible to pinpoint administrative responsibility. Secondly, the division of responsibility inevitably gives rise to situations in which the controlling board is forced to arbitrate. This has the effect of directing the board's energies and very fine expertise from the important function of policy development and evaluation to the functions of administration. Extenuating circumstances have made this arrangement necessary. The authors strongly recommend, however, that the project be placed under a single director as soon as possible, and that this person be given clearly delineated policy, and be held responsible for his administrative duties.

III. STATISTICAL ANALYSES AND FINDINGS

Student Opinion Relative to Teaching Competencies

The "Course and Instructor Evaluation" instrument was especially designed to ascertain student positive or negative perceptions of the instructor teaching characteristics.

An analysis of variance was performed to determine differences in student perceptions with respect to all of the professors in the sampling population. With all of the professors included in the analysis, the findings show no significant difference (.05 level of confidence) in student perceptions relative to their instructors. The number of respondents varies and, in some instances, is relatively low. This experimental characteristic very likely affected the probability of a significant difference. Yet, it is noted that the means for most professors are slightly above 50 per cent. Only three of the means are below 50 per cent, and only one appears relatively close to the maximum of twenty points. Since the highest score had only one respondent, it cannot be concluded that this score as compared to the other means is clearly valid.

A second analysis was performed to determine the differences in student opinion between pairs of professors and related course work. The data in Table II reveal differences only in six comparisons. Three of these findings relate to teacher variable 5, which included only one respondent. Consequently, the significance of this difference remains questionable. The

three other differences are found in statistical comparisons with Teacher Variable 9, whose mean is noted at 5.67, or approximately at one-fourth of the maximum. The number of respondents for this teacher variable is three which also is a low "n." Therefore, further observations are suggested to clearly establish the validity of the significant differences given through these analyses.

Based on the majority of the findings derived from the "Student Opinion of Course and Instructor" questionnaire and analysis of variance, it is concluded that generally the students do not perceive dramatic variances in the teaching characteristics of their instructors and related course work. Most importantly, it is observed that the respondents consistently scored in the average column rather than the favorable or excellent category. Given the questions in this questionnaire, it is recommended that the program staff consider the possibility of including an inservice training component for instructors in the program. Areas of instructional and course deficiencies must be carefully analyzed. These, then, may be given emphasis in the in-service training. The Stanford Teacher Self-Appraisal Form and video taping are suggested techniques in observing and developing instructional skills.

Student Attitudes Toward Teaching and Course Variables

The "Student Opinion of Teaching and Course" questionnaire was designed to produce specific student attitudinal data about the characteristics of their teachers and instructional techniques as well as opinion data relative to the course and materials used by the teachers.

Data relating to sixteen teachers or combination of teachers were gathered. The number of student respondents per teacher varied between three and twelve. Therefore, mean differences and standard deviations, together with the number of respondents, must be carefully noted. For example, a

significant difference at the .05 or .01 level of confidence may occur in one comparison with a higher "n" than another, yet the means may appear numerically similar. A significant difference, in terms of probability statistics, nevertheless, serves to draw attention to other related factors than can support or reject the validity of the statistical findings.

Forty-one statistical differences (.05 or .01 level of confidence) out of 238 comparisons were noted in this phase of the statistical analyses. Fourteen included only two or three respondents per teacher variable. Additional observations are suggested to support or reject the findings given in these analyses.

A more valid observation of student perceptions can be drawn by noting the means per teaching or course variable, and in relationship to each teacher variable. With a total of eighty points possible relative to the teaching variable, it is noted (see Table III) that all of the perceptions are beyond the mid-point of forty points. However, excepting three of the means, all of the teaching variable means are between 44.00 and 64.50. In percentage terms, this statistical range represents fifty-five to eighty per cent. Based on these statistical findings, it can be concluded that there are instructional elements which require particular attention through an inservice training program. These instructional features can be identified through a careful analysis of individual items in the questionnaires.

Thirty points were possible in the second component of the aforementioned questionnaire. This component is specifically related to student opinions about course objectives, course credit, grades, reading assignments, and relevancy of the tests. The statistical analysis, based on analysis of variance, reveals no significant difference between the courses conducted by the various professors. The mean scores on this variable range from 13.50

to 25.89, or 45 to 86 per cent. However, the majority of the scores fall between eighteen and twenty-five. This indicates that students tend to rate the given course factors average or slightly above average. Further observations may be derived from an item analysis. This type of process may reveal significant lows among the several course variables, which can suggest areas of concern in one or more courses.

Student Perceptions About the Project's Administration, Community Involvement, and Curriculum

The "Fellowship Opinion and Evaluation" questionnaire was designed to determine student opinions about the project's administration and operational mechanics, participants involvement in the community and the school, and course work.

Four types of group comparisons were presented through statistical analyses. The first comparison was between students whose age was below thirty-one and those above thirty-one. The second comparison was between graduate and undergraduate students. The third comparison was between Mexican American and Anglo American students; however, the "n" for the latter group was only two. The final comparison was between male and female. All of the statistical analyses between these groups were performed to determine the significant differences on the three variables (opinion test components) given in the questionnaire. The statistical findings in Table V show no significant differences between the groups on any of the aforementioned variables. This suggests that the students in the program, irrespective of the eight given classifications, have indicated relatively similar opinions on the items given in this questionnaire.

Further observations of the data reveal that students, on the average, scored seventy-five per cent relative to their opinions of the administration

and staff operational mechanics. Based on a three-point rating scale, students quite consistently marked the "sometimes" or "average" category as compared to the negative or "frequently" (favorable) column. Students, therefore, are indicating that administration and staff operational mechanics can be further improved. Thus, it can be recommended that the project administration and staff conduct additional observations to ascertain ways to improve this program component. An item analysis of the questionnaire data also is suggested. This can reveal areas that are of particular concern to the students.

Six questions regarding experiences in the community and community school were presented to the participants. Again, the data show that students, on the average, have scored in the "some" (average) column as compared to the "negative" or "favorable" categories. Of course, variances between scores in the three columns, resulting in a mid-point mean are possible. Therefore, it is suggested that the project staff conduct further observations, coupled with an item analysis of this test component, to determine areas that students consider important for improving the program.

Three questions relative to student opinions of courses and course work were presented to the participants. With a maximum score of nine points, it is noted that the students, in general, scored in the average column on this variable. The three questions were:

1. What is your opinion regarding courses offered in the program?
2. Were you aware of the course work to be undertaken and requirements to be met?
3. Course work is based on objectives and activities which are meaningful to the Chicano?

The means for the groups on this variable ranged from a low of 5.23 to a high of 6.45, which represents an average response pattern relative to this variable.

Another analysis was performed to determine the student's opinion on the question: In what areas should more work be offered? Student responses were tabulated as follows:

Curricular Area	No. of Selections
Education	12
Anthropology	6
Psychology	5
History	5
Sociology	2
Economics	2
Bilingual Speech	2
Politics	1

Based on the foregoing it is apparent that students envision a priority need for more courses in education. Anthropology, psychology, and history also are of some concern for expansion, but they are not listed as frequently as education. Since student interest in education has been expressed in the interviews as well as in the questionnaires, it is important that this curricular area be given greater emphasis in the program. Additional observations of the questionnarie data may reveal specific educational courses recommended for consideration.

TABLE I

Comparative Analysis of Student Opinions on Instructural Characteristics, Using the Course and Instructor Evaluation Form and Analysis of Variance (Based on All Professors)

Teacher Variables	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
1	4	13	10	11.50	1.12	1.36
2	8	16	3	11.25	4.12	
3	2	14	1	7.50	6.50	
4	2	11	10	10.50	.50	
5	1	18	18	18.00	.00	
6	8	17	4	9.63	5.02	
7	9	17	5	11.00	3.71	
8	7	17	7	12.57	3.29	
9	3	8	4	5.67	1.70	
10	6	18	5	13.50	4.35	

TABLE II

Comparative Analysis of Student Opinions on Instructional Characteristics, Using the Course and Instructor Evaluation Form and Analysis of Variance (Based on Pairs of Professors)

Teacher Variables	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
1	4	13	10	11.50	1.12	.01
2	8	16	3	11.25	4.12	
1	4	13	10	11.50	1.18	.95
3	2	14	1	7.50	6.50	
1	4	13	10	11.50	1.12	.96
4	2	11	10	10.50	.50	
1	4	13	10	11.50	1.12	20.28**
5	1	18	18	18.00	.00	
1	4	13	10	11.50	1.12	.45
6	8	17	4	9.63	5.02	
1	4	13	10	11.50	1.12	.05
7	9	17	5	11.00	3.71	
1	4	13	10	11.50	1.12	.32
8	7	17	7	12.57	3.29	
1	4	13	10	11.50	1.12	21.34**
9	3	8	4	5.67	1.70	
1	4	13	10	11.50	1.12	.64
10	6	18	5	13.50	4.35	

** Denote a significant difference at the .01 level of confidence.

TABLE II (con't)

Teacher Variables	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
2	8	16	3	11.25	4.12	.81
3	2	14	1	7.50	6.50	
2	8	16	3	11.25	4.12	.05
4	2	11	10	10.50	.50	
2	8	16	3	11.25	4.12	2.09
5	1	18	18	18.00	.00	
2	8	16	3	11.25	4.12	.43
6	8	17	4	9.63	5.02	
2	8	16	3	11.25	4.12	.01
7	9	17	5	11.00	3.71	
2	8	16	3	11.25	4.12	.40
8	7	17	7	12.57	3.29	
2	8	16	3	11.25	4.12	4.24
9	3	8	4	5.67	1.70	
2	8	16	3	11.25	4.12	.83
10	6	18	5	13.50	4.35	

TABLE II (con't)

Teacher/ Course Variables	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
3	2	14	1	7.50	6.50	.21
4	2	11	10	10.50	.50	
3	2	14	1	7.50	6.50	.86
5	1	18	18	18.00	.00	
3	2	14	1	7.50	6.50	.20
6	8	17	4	9.63	5.02	
3	2	14	1	7.50	6.50	.86
7	8	17	5	11.00	3.71	
3	2	14	1	7.50	6.50	1.74
8	7	17	1	12.57	3.29	
3	2	14	1	7.50	6.50	.12
9	3	8	0	5.68	1.70	
3	2	14	1	7.50	6.50	1.63
10	6	18	5	13.50	4.35	

TABLE II (con't)

Teacher/ Course Variables	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
4	2	11	10	10.50	.50	75.00**
5	1	18	18	18.50	.00	
4	2	11	10	10.50	.50	.04
5	8	17	4	9.63	5.02	
4	2	11	10	10.50	.50	.02
7	9	17	5	11.00	3.71	
4	2	11	10	10.50	.50	.61
8	7	17	7	12.57	3.29	
4	2	11	10	10.50	.50	9.17*
9	7	8	4	5.67	1.70	
4	2	11	10	10.50	.50	.71
10	6	18	5	13.50	4.35	

** Denote a significant difference at the .01 level of confidence.

*Denotes a significant difference at the .05 level of confidence.

TABLE II (con't)

Teacher/ Course Variables	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
5	1	18	18	18.00	.00	2.16
6	8	17	4	9.63	5.02	
5	1	18	18	18.00	.00	2.84
7	9	17	5	11.00	3.71	
5	1	18	18	18.00	.00	2.04
8	7	17	7	12.57	3.29	
5	1	18	18	18.00	.00	26.32**
9	3	8	4	5.67	1.70	
5	1	18	18	18.00	.00	.76
10	6	18	5	13.50	4.35	
6	8	17	4	9.63	5.02	.36
7	9	17	5	11.00	3.71	
6	8	17	4	9.63	5.02	1.51
8	7	17	7	12.57	3.29	
6	8	17	4	9.63	5.02	1.46
9	3	8	4	5.67	1.70	
6	8	17	4	9.63	5.02	1.95
10	6	18	5	13.50	4.35	
7	9	17	5	11.00	3.71	.68

** Denote a significant difference at the .01 level of confidence.

TABLE II (con't)

Teacher/ Course Variables	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
8	7	17	7	12.57	3.71	.68
7	9	17	5	11.00	3.71	4.82
9	3	8	4	5.67	1.70	
7	9	17	5	11.00	3.71	1.23
10	6	18	5	13.50	4.35	
8	7	17	7	12.57	3.29	9.49*
9	3	8	4	5.67	1.70	
8	7	17	7	12.57	3.29	.16
10	6	18	5	13.50	4.35	
9	3	8	4	5.67	1.70	7.03*
10	6	18	5	13.50	4.35	

* Denotes a significant difference at the .05 level of confidence.

TABLE III

Teaching and Course Variable Means
Relative to Fifteen Teacher Variables

Teacher Variable	Number of Respondents	Teaching Variable Mean	St'd Deviation	Course Variable Mean	St'd Deviation
1	3	61.67	17.56	25.00	7.48
2	5	62.80	14.93	20.80	11.60
3	12	64.42	6.36	22.92	10.44
4	11	75.91	3.70	25.64	8.98
5	11	73.91	5.43	24.09	9.04
6	9	55.44	12.95	22.22	6.56
7	2	47.50	13.50	13.50	13.50
8	9	62.56	10.08	25.89	4.20
9	no data				
10	3	80.00	.00	29.00	2.83
11	10	55.10	19.19	18.90	9.80
12	4	64.50	10.55	21.50	6.26
13	7	46.29	16.43	21.14	8.94
14	3	44.00	8.64	18.00	4.32
15	7	55.29	10.36	19.71	6.36
16	3	46.33	20.17	22.00	6.16

TABLE IV

Comparative Analysis of Teaching and Course Variables
Relative to Given Pairs of Teachers,
Using Analysis of Variance

Teacher Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
1 2	x	3 5	80 80	38 37	61.67 62.80	17.56 14.93	.00
1 2	y	3 5	33 33	15 0	25.00 20.80	7.48 11.60	.23
1 3	x	3 12	80 75	38 52	61.67 64.42	17.56 6.36	.16
1 3	y	3 12	33 30	15 0	25.00 22.92	7.48 10.44	.09
1 4	x	3 11	80 80	38 66	61.67 75.91	17.56 3.70	5.33*
1 4	y	3 11	33 33	15 0	25.00 25.64	7.48 8.98	.01
1 5	x	3 11	80 80	38 67	61.67 73.91	17.56 5.43	3.39
1 5	y	3 11	33 35	15 0	25.00 24.09	7.48 9.04	.02
1 6	x	3 9	80 74	38 36	61.67 55.44	17.56 12.95	.35
1 6	y	3 9	33 30	15 8	25.00 22.22	7.48 6.56	.31

*Denotes a significant difference at the .05 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
1 7	x	3 2	80 61	38 34	61.67 47.50	17.56 13.50	.56
1 7	y	3 2	33 27	15 0	25.00 13.50	7.48 13.50	.56 .89
1 8	x	3 9	80 74	38 46	61.67 62.56	17.56 10.08	.00
1 8	y	3 9	33 32	15 19	25.00 25.89	7.48 4.20	.05
1 9	x	3 7	33 34	15 0	25.00 24.00	7.48 10.28	.00
1 9	y	3 7	80 79	38 62	61.67 71.86	17.56 6.51	1.70
1 10	x	3 3	80 80	38 80	61.67 80.00	17.56 .00	2.18
1 10	y	3 3	33 31	15 25	25.00 29.00	7.48 2.83	.50
1 11	x	3 10	80 80	38 0	61.67 55.10	17.56 19.99	.22
1 11	y	3 10	33 29	15 0	25.00 18.90	7.48 9.80	.83

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
1 12	x	3 4	80 79	38 53	61.67 64.50	17.56 10.55	.05
1 12	y	3 4	33 30	15 15	25.00 21.50	7.48 6.26	.32
1 13	x	3 7	80 66	38 16	61.67 46.29	17.56 16.43	1.41
1 13	y	3 7	33 27	15 0	25.00 21.14	7.48 8.94	.34
1 14	x	3 3	80 52	38 32	61.67 44.00	17.56 8.61	1.63
1 14	y	3 3	33 22	15 12	25.00 18.00	7.48 4.32	1.31
1 15	x	3 7	80 69	38 33	61.67 52.29	17.56 10.36	.88
1 15	y	3 7	33 31	15 12	25.00 19.71	7.48 6.36	1.03
1 16	x	3 3	80 69	38 20	61.67 46.33	17.56 20.17	.65
1 16	y	3 3	33 30	15 15	25.00 22.00	7.48 6.16	.19

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
2 3	x	5 12	80 75	37 52	62.00 64.42	14.93 6.36	.08
2 3	y	5 12	33 30	0 0	20.80 22.92	11.60 10.44	.11
2 4	x	5 11	80 80	37 66	62.80 75.91	14.93 3.30	6.53 *
2 4	y	5 11	33 33	0 0	20.80 25.64	11.60 8.98	.72
2 5	x	5 11	80 80	37 67	62.80 73.91	14.93 5.44	4.12
2 5	y	5 11	33 35	0 0	20.80 24.09	11.60 9.04	.33
2 6	x	5 9	80 74	37 36	62.80 55.44	14.93 12.95	.79
2 6	y	5 9	33 30	0 8	20.80 22.22	14.93 6.56	.79
2 7	x	5 2	80 61	37 34	62.80 47.50	14.93 13.50	1.13
2 7	y	5 2	33 27	0 0	20.80 13.50	11.60 13.50	.36

* Denotes a significant difference in the .05 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
2 8	x	5 9	80 74	37 46	62.80 62.56	14.93 10.08	.00
2 8	y	5 9	33 22	0 19	20.80 25.89	11.60 4.20	1.20
2 9	x	5 7	80 79	37 62	62.80 71.86	14.93 6.51	1.69
2 9	y	5 7	33 34	0 0	20.80 24.00	11.60 10.28	.21
2 10	x	5 3	80 80	37 80	62.80 80.00	14.93 0.00	2.98
2 10	y	5 3	33 31	0 25	20.80 29.00	11.60 2.83	1.08
2 11	x	5 10	80 80	37 0	62.80 55.10	14.93 19.99	.50
2 11	y	5 10	33 29	0 0	20.80 18.90	11.60 9.80	.09
2 12	x	5 4	80 79	37 53	62.80 64.50	14.93 10.55	.02
2 12	y	5 4	33 30	0 15	20.80 21.50	11.60 6.26	.00

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
2 13	x	5 7	80 66	37 16	62.80 46.29	14.93 16.43	2.64
2 13	y	5 7	33 27	0 0	20.80 21.14	11.60 8.94	.00
2 14	x	5 3	80 52	37 32	62.80 44.00	14.93 8.60	2.96
2 14	y	5 3	33 22	0 0	20.80 18.00	11.60 4.32	.12
2 15	x	5 7	80 69	37 33	62.80 52.29	14.93 10.36	1.72
2 15	y	5 7	33 31	0 12	20.80 19.71	11.60 6.36	.03
2 16	x	5 3	80 69	37 20	62.80 46.33	14.93 20.17	1.30
2 16	y	5 3	33 30	0 15	20.80 22.00	11.60 6.16	.02
3 4	x	12 11	75 80	52 66	64.42 75.91	6.36 3.70	25.03**
3 4	y	12 11	30 33	0 0	22.92 25.64	10.44 8.98	.40

** Denote a significant difference at the .01 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
3 5	x	12 11	75 80	52 67	64.42 73.91	6.36 5.43	13.40**
3 5	y	12 11	30 35	0 0	22.92 24.09	10.44 9.04	.07
3 6	x	12 9	75 74	52 36	64.42 55.44	6.36 12.95	3.94
3 6	y	12 9	30 30	0 8	22.92 22.22	10.44 6.56	.02
3 7	x	12 2	75 61	52 34	64.42 47.50	6.36 13.50	6.93*
3 7	y	12 2	30 27	0 0	22.92 13.50	10.44 13.50	1.09
3 8	x	12 9	75 74	52 46	64.42 62.56	6.36 10.08	.24
3 8	y	12 9	30 32	0 19	22.92 25.89	10.44 4.20	.58
3 9	x	12 7	75 79	52 62	64.42 71.86	6.36 6.51	5.32*
3 9	y	12 7	30 34	0 0	22.92 24.00	10.44 10.28	.04

** Denote a significant difference at the .01 level of confidence.

* Denotes a significant difference at the .05 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
3 10	x	12 3	75 80	52 80	64.42 80.00	6.36 .00	15.62**
3 10	y	12 3	30 31	0 25	22.92 29.00	10.44 2.83	.86
3 11	x	12 10	75 80	52 0	64.42 55.10	6.36 19.99	2.11
3 11	y	12 10	30 29	0 0	22.92 18.90	10.42 9.80	.77
4 6	x	11 9	80 74	66 36	75.91 55.44	3.70 12.95	22.46**
4 6	y	11 9	33 30	0 8	25.64 22.22	8.98 6.56	.81
4 7	x	11 2	80 61	66 34	75.91 47.50	3.71 13.50	29.14**
4 7	y	11 2	33 27	0 0	25.64 13.50	8.98 13.50	2.19
4 8	x	11 9	80 74	66 46	75.91 62.56	3.70 10.08	14.91**
4 8	y	11 9	33 32	0 19	25.64 25.89	8.98 4.20	.00

** Denote a significant difference at the .01 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
4 9	x	11 7	80 79	66 62	75.91 71.86	3.70 6.52	2.50
4 9	y	11 7	33 34	0 0	25.64 24.00	8.98 10.28	.11
4 10	x	11 3	80 80	66 80	75.91 80.00	3.70 .00	3.13
4 10	y	11 3	33 31	0 25	25.64 29.00	8.98 2.83	.35
4 11	x	11 10	80 80	66 0	75.91 55.10	3.70 19.99	10.38**
4 11	y	11 10	33 29	0 0	25.64 18.90	8.98 9.80	2.44
4 12	x	11 4	80 79	66 53	75.91 64.50	3.70 10.55	8.32*
4 12	y	11 4	33 30	0 15	25.64 21.50	8.98 6.26	.62
4 13	x	11 7	80 66	66 16	75.91 46.29	3.70 16.43	29.43**
4 13	y	11 7	33 27	0 0	25.64 21.14	8.98 8.94	.95

** Denote a significant difference at the .01 level of confidence.

* Denotes a significant difference at the .05 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
4 14	x	11 3	80 52	66 32	75.91 44.00	3.70 8.64	76.81**
4 14	y	11 3	33 22	0 12	25.64 18.00	8.98 4.32	1.74
4 15	x	11 7	80 69	66 33	75.91 52.29	3.70 10.36	42.33**
4 15	y	11 7	33 31	0 12	25.64 19.71	8.98 6.36	2.05
4 16	x	11 3	80 69	66 20	75.91 46.33	3.70 20.17	18.03*
4 16	y	11 3	33 30	0 15	25.64 22.00	8.98 6.14	.37
5 6	x	11 9	80 74	67 36	73.91 55.44	5.43 12.95	16.55**
5 6	y	11 9	35 30	0 8	24.09 22.22	9.04 6.56	.24
5 7	x	11 2	80 61	67 34	73.10 47.50	5.43 13.50	18.83**
5 7	y	11 2	35 27	0 0	24.09 13.50	9.04 13.50	1.65

** Denote a significant difference at the .01 level of confidence.

* Denotes a significant difference at the .05 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
5 8	x	11 9	80 74	67 46	73.10 62.55	5.43 10.08	9.26**
5 8	y	11 9	35 32	0 19	24.09 25.89	9.04 4.20	0.27
5 9	x	11 7	80 79	67 62	73.10 71.86	5.43 6.51	0.46
5 9	y	11 7	35 34	0 0	24.09 24.00	9.04 10.28	0.00
5 10	x	11 3	80 80	67 80	73.10 80.00	5.43 0.00	3.22
5 10	y	11 3	35 31	0 25	24.09 29.00	9.04 2.83	0.73
5 11	x	11 10	80 80	67 0	73.10 55.10	5.43 19.99	8.14*
5 11	y	11 10	35 29	0 0	24.09 18.90	9.04 9.80	1.44
5 12	x	11 4	80 79	67 53	73.10 64.50	5.43 10.55	4.38
5 12	y	11 4	35 30	0 15	24.09 21.50	9.04 6.26	.24

** Denote a significant difference at the .01 level of confidence.

* Denotes a significant difference at the .05 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
5 13	x	11 7	80 66	67 16	73.91 46.29	5.43 16.43	23.58**
5 13	y	11 7	35 27	0 0	24.09 21.14	9.04 8.94	0.40
5 14	x	11 3	80 52	67 32	73.91 44.00	5.43 8.64	46.09**
5 14	y	11 3	35 22	0 12	24.09 18.00	9.04 4.32	1.09
5 15	x	11 7	80 69	67 33	73.91 52.29	5.43 10.36	29.73**
5 15	y	11 7	35 31	0 12	24.09 19.71	9.04 6.36	1.10
5 16	x	11 3	80 69	67 20	73.10 46.33	5.43 20.17	13.91**
5 16	y	11 3	35 30	0 15	24.09 22.00	9.04 6.16	0.12
6 7	x	9 2	74 61	36 34	55.44 47.50	12.95 13.50	0.49
6 7	y	9 2	30 27	8 0	22.22 13.50	6.56 13.50	1.48

** Denote a significant difference at the .01 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
6 8	x	9 9	74 74	36 46	55.44 62.56	12.96 10.08	1.50
6 8	y	9 9	30 32	8 19	22.22 25.89	6.56 4.20	1.77
6 9	x	9 7	74 79	36 62	55.44 71.86	12.95 6.51	8.21*
6 9	y	9 7	30 34	8 0	22.22 24.00	6.56 10.28	0.15
6 10	x	9 3	74 80	36 80	55.44 80.00	12.95 0.00	8.98*
6 10	y	9 3	30 31	8 25	22.22 29.00	6.56 2.82	2.51
6 11	x	9 10	74 80	36 0	55.44 55.10	12.95 19.99	0.00
6 11	y	9 10	30 29	8 0	22.22 18.90	6.56 9.80	0.65
6 12	x	9 4	74 79	36 53	55.44 64.50	12.95 10.55	1.27
6 12	y	9 4	30 30	8 15	22.22 21.50	6.56 6.26	0.02

* Denotes a significant difference at the .05 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
6 13	x	9 7	74 66	36 16	55.44 46.29	12.95 16.43	1.36
6 13	y	9 7	30 27	8 0	22.22 21.14	6.56 8.94	0.06
6 14	x	9 3	74 52	36 32	55.44 44.00	12.95 8.64	1.69
6 14	y	9 3	30 22	8 12	22.22 18.00	6.56 4.32	0.90
6 15	x	9 7	74 69	36 33	55.44 52.29	12.95 10.36	0.24
6 15	y	9 7	30 31	8 12	22.22 19.71	6.56 6.36	0.51
6 3	x	9 3	74 69	36 20	55.44 46.33	12.95 20.17	0.68
6 3	y	9 3	30 30	8 15	22.22 22.00	6.56 6.16	0.00
7 8	x	2 9	61 74	34 46	47.50 62.56	13.50 10.08	2.61
7 8	y	2 9	27 32	0 19	13.50 25.88	13.50 4.20	4.31

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
7 9	x	2 7	61 79	34 62	47.50 71.86	13.50 6.51	9.76*
7 9	y	2 7	27 34	0 0	13.50 24.00	13.50 10.28	1.08
7 10	x	2 3	61 80	34 80	47.50 80.00	13.50 0.00	10.43*
7 10	y	2 3	27 31	0 25	13.50 29.00	13.50 2.83	2.22
7 11	x	2 10	61 80	34 0	47.50 55.10	13.50 19.99	0.22
7 11	y	2 10	27 29	0 0	13.50 18.90	13.50 9.80	0.36
7 12	x	2 4	61 79	34 53	47.50 64.50	13.50 10.55	1.90
7 12	y	2 4	27 30	0 15	13.50 21.50	13.50 6.26	0.65
7 13	x	2 7	61 66	34 16	47.50 46.29	13.50 16.43	0.00
7 13	y	2 7	27 27	0 0	13.50 21.14	13.50 8.94	0.68

* Denotes a significant difference at the .05 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
7 14	x	2 3	61 52	34 32	47.50 44.00	13.50 8.64	0.07
7 14	y	2 3	27 22	0 12	13.50 18.00	13.50 4.32	0.17
7 15	x	2 7	61 69	34 33	47.50 52.29	13.50 10.36	0.22
7 15	y	2 7	27 31	0 12	13.50 19.71	13.50 6.36	0.64
7 16	x	2 3	61 69	34 20	47.50 46.33	13.50 20.17	0.00
7 16	y	2 3	27 30	0 15	13.50 22.00	13.50 6.16	0.54
8 9	x	9 7	74 79	46 62	62.56 71.86	10.08 6.51	3.93
8 9	y	9 7	32 34	19 0	25.89 24.00	4.20 10.28	0.21
8 10	x	9 3	74 80	46 80	62.56 80.00	10.08 0.00	7.48
8 10	y	9 3	32 31	19 25	25.89 29.00	4.20 2.83	1.19

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
8 11	x	9 10	74 80	46 0	62.56 55.10	10.08 19.99	0.91
8 11	y	9 10	32 29	19 0	25.89 18.90	4.20 9.80	3.51
8 12	x	9 4	74 79	46 53	62.56 64.50	10.08 10.55	0.08
8 12	y	9 4	32 30	19 15	25.89 21.50	4.20 6.26	1.85
8 13	x	9 7	74 66	46 16	62.56 46.29	10.08 16.43	5.20
8 13	y	9 7	32 27	19 0	25.89 21.14	4.20 8.94	1.72
8 14	x	9 3	74 52	46 32	62.56 44.00	10.08 8.64	6.80
8 14	y	9 3	32 22	19 12	25.89 18.00	4.20 4.32	6.51*
8 15	x	9 7	74 69	46 33	62.56 52.29	10.08 10.36	3.49
8 15	y	9 7	32 31	19 12	25.89 19.71	4.20 6.36	4.75*

*Denotes a significant difference at the .05 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
8 16	x	9 3	74 69	46 20	62.56 46.33	10.08 20.17	2.77
8 16	y	9 3	32 30	19 15	25.89 22.00	4.20 6.16	1.24
9 10	x	7 3	79 80	62 80	71.86 80.00	6.51 0.00	3.75
9 10	y	7 3	34 31	0 25	24.00 29.00	10.21 2.83	0.54
9 11	x	7 10	79 80	62 0	71.86 55.10	6.51 19.99	4.03
9 11	y	7 10	34 29	0 0	24.00 18.90	10.28 9.80	0.94
9 12	x	7 4	79 79	62 53	71.86 64.50	6.51 10.55	1.67
9 12	y	7 4	34 30	0 15	24.00 21.50	10.28 6.26	0.15
9 13	x	7 7	79 66	62 16	71.86 46.29	6.51 16.43	12.56**
9 13	y	7 7	34 27	0 0	24.00 21.14	10.28 8.94	0.26

**Denote a significant difference at the .01 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
9 14	x	7 3	79 52	62 32	71.86 44.00	6.51 8.64	25.03**
9 14	y	7 3	34 22	0 12	24.00 18.00	10.28 4.32	0.75
9 15	x	7 7	79 69	62 33	71.86 52.29	6.51 10.36	15.34**
9 15	y	7 7	34 31	0 12	24.00 19.71	10.28 6.36	0.75
9 16	x	7 3	79 69	62 20	71.86 46.33	6.51 20.17	7.21*
9 16	y	7 3	34 30	0 15	24.00 22.00	10.28 6.16	0.07
10 11	x	3 10	80 80	80 0	80.00 55.10	0.00 19.99	3.93
10 11	y	3 10	31 29	25 0	29.00 18.90	2.83 9.80	2.62
10 12	x	3 4	80 79	80 53	80.00 64.50	0.00 10.55	4.62
10 12	y	3 4	31 30	25 15	29.00 21.50	2.83 6.26	2.66

**Denote a significant difference at the .01 level of confidence.

*Denotes a significant difference at the .05 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
10 13	x	3 7	80 66	80 16	80.00 46.29	0.00 16.43	10.10*
10 13	y	3 7	31 27	25 0	29.00 21.14	2.83 8.94	1.77
10 14	x	3 3	80 52	80 32	80.00 44.00	0.00 8.64	34.71**
10 14	y	3 3	31 22	25 12	29.00 18.00	2.83 4.32	9.07*
10 15	x	3 7	80 69	80 33	80.00 52.29	0.00 10.36	17.17**
10 15	y	3 7	31 31	25 12	29.00 19.71	2.83 6.36	4.71
10 16	x	3 3	80 69	80 20	80.00 46.33	0.00 20.17	5.57
10 16	y	3 3	31 30	25 15	29.00 22.00	2.83 6.16	2.13
11 12	x	10 4	80 79	0 53	55.10 64.50	19.99 10.55	0.68
11 12	y	10 4	29 30	0 15	18.90 21.50	9.80 6.26	0.20

*Denotes a significant difference at the .05 level of confidence.

**Denote a significant difference at the .01 level of confidence.

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
11 13	x	10 7	80 66	0 16	55.10 46.29	19.99 16.43	0.81
11 13	y	10 7	29 27	0 0	18.90 21.14	9.80 8.94	0.20
11 14	x	10 3	80 52	0 32	55.10 44.00	19.99 8.64	0.74
11 14	y	10 3	29 22	0 12	18.90 18.00	9.80 4.32	0.02
11 15	x	10 7	80 69	0 33	55.10 52.29	19.99 10.36	0.10
11 15	y	10 7	29 31	0 12	18.90 19.71	9.80 6.36	0.03
11 16	x	10 3	80 69	0 20	55.10 46.33	19.99 20.17	0.37
11 16	y	10 3	29 30	0 15	18.90 22.00	9.80 6.16	0.22
12 13	x	4 7	79 66	53 16	64.50 46.29	10.55 16.43	3.25
12 13	y	4 7	30 27	15 0	21.50 21.14	6.26 8.94	0.00

TABLE IV (con't)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
12 14	x	4 3	79 52	53 32	64.50 44.00	10.55 8.64	5.38
12 14	y	4 3	30 22	15 12	21.50 18.00	6.26 4.32	0.49
12 15	x	4 7	79 69	53 33	64.50 52.29	10.55 10.36	2.85
12 15	y	4 7	30 31	15 12	21.50 19.71	6.26 6.36	0.16
12 16	x	4 3	79 69	53 20	64.50 46.33	10.55 20.17	1.69
12 16	y	4 3	30 30	15 15	21.50 22.00	6.26 6.16	0.00
13 14	x	7 3	66 52	16 32	46.29 44.00	16.43 8.64	0.04
13 14	y	7 3	27 22	0 12	21.14 18.00	8.94 4.32	0.26
13 15	x	7 7	66 69	16 33	46.29 52.29	16.43 10.36	0.57
13 15	y	7 7	27 31	0 12	21.14 19.71	8.94 6.36	0.10

TABLE IV (concluded)

Teachers Variables	Teaching Variable x and Course Variable y	Number of Respondents	Hi	Lo	Mean	St'd Deviation	F Ratio
13 16	x	7 3	66 69	16 20	46.29 46.33	16.43 20.17	0.00
13 16	y	7 3	27 30	0 15	21.14 22.00	8.94 6.16	0.01
14 15	x	3 7	52 69	32 33	44.00 52.29	8.64 10.36	1.18
14 15	y	3 7	22 3	12 12	18.00 19.71	4.32 6.36	0.14
14 16	x	3 3	52 69	32 20	44.00 46.33	8.64 20.17	0.02
14 16	y	3 3	22 30	12 15	18.00 22.00	4.32 6.16	0.56
15 16	x	7 3	69 69	33 20	52.29 46.33	10.36 20.17	0.30
15 16	y	7 3	31 30	12 15	19.71 22.00	6.36 6.16	0.22

TABLE V

Differences in Responses Between Groups
on the Fellowship Opinionaire and Evaluation Form,
Using Analysis of Variance

Variable	Group	n	Raw Score Hi	Raw Score Lo	Mean	St'd Deviation	F Ratio
Relative to Admin./Staff Oper. Mech.	Below 31	17	41	23	32.12	5.26	.49
	31 and Above	11	44	29	33.54	4.76	
Relative to Exper. in Comm. & Comm. School	Below 31	17	18	8	12.06	2.94	.31
	31 and Above	11	17	8	12.73	2.30	
Relative to Course work	Below 31	17	9	3	5.35	1.49	3.16
	31 and Above	11	9	4	6.45	1.62	
Relative to Admin./Staff Oper. Mech.	Graduate	9	44	29	32.78	4.24	.72
	Undergraduate	13	39	23	31.00	4.82	
Relative to Participants	Graduate	9	17	8.0	12.33	2.94	1.01
	Undergraduate	13	15	8.0	11.15	2.28	
Relative to Exper. in Comm. & Comm. School	Graduate	9	9	4	6.00	1.56	1.42
	Undergraduate	13	7	3	5.23	1.31	
Relative to Admin./Staff Oper. Mech.	Mexican American	25	7	23	32.76	5.13	.34
	Anglo American	2		32	35.00	3.00	
Relative to Participants	Mexican American	25	18	8	12.32	3.03	.56
	Anglo American	2	15	13	14.00	1.00	
Relative to Exper. in Comm. & Comm. School	Mexican American	25	9	3	5.80	1.72	.02
	Anglo American	2	6	6	6.00	.00	
Relative to Admin./Staff Oper. Mech.	Male	18	44	28	33.78	4.54	1.74
	Female	9	40	23	31.00	5.70	
Relative to Participants	Male	18	18	8	12.33	3.00	.03
	Female	9	17	8	12.56	2.99	
Relative to Exper. in Comm. & Comm. School	Male	18	9	3	6.11	1.79	1.33
	Female	9	7	3	5.33	1.05	

IV. RESUME OF RECOMMENDATIONS

1. Extension of curricular offerings with increased emphasis in education.
2. Continuation of the educational practicums with additions to accommodate students interested in school administration.
3. Further observations by faculty members of their instructional techniques (self-appraisal through instruments such as the Stanford Appraisal Guide and video taping) to increase their instructional effectiveness.
4. Inservice provision for training sessions for faculty members to discuss and relate various types of instructional modes, grading procedures, extension of credit, and relationship with students.
5. Extension of student participation and involvement in meetings and projects activities.
6. Extension of student responsibility in project activities (formal and informal).
7. Establishment or improvement of the counseling and guidance services for students in the program.
8. Extension of community involvement in the demonstration school and project activities.
9. Evaluation of the present selection criteria and formulation of plans to design criteria that will continue to extend opportunities for the undereducated and low-income Mexican Americans, with special competencies, to advance in his education.

10. Increased effort in producing materials, reports, and other project literature for dissemination, and enlistment of other agencies for assistance in facilitating the process.
11. Consideration for establishing a unitary type of project directorship.
12. Consideration for phasing out the decision making functions of the Policy Board, while allowing its policy making role to advantageously serve the project.
13. Conceptualization, in more precise terms, the roles and responsibilities of the various staff members in the project, particularly those in areas of administrative responsibility.
14. Formulation of a follow up program to determine the educational contributions of graduates in different school districts.
15. Continuation of the evaluation program to provide findings on program strengths, shortcomings, and recommendations for further revisions and expansion.
16. Conceptualization of a plan to incorporate the program as an integral and ongoing component of the total College curriculum.

Appendix A

SACRAMENTO STATE COLLEGE

COURSE AND INSTRUCTOR EVALUATION

(Circle one)

1. The professor appears to be (1: enthusiastic; 2: interested; 3: uninterested; 4: bored) in this class.

2. He seems to be (1: always; 2: usually; 3: seldom; 4: never) well prepared for class.

3. He seems to know the subject (1: extremely well; 2: well; 3: adequately; 4: insufficiently; 5: not at all).

4. He attends classes (1: regularly; 2: irregularly; 3: not at all).

5. The audio-visual supplements and guest speakers for this class are (1: too few; 2: too many; 3: absent).

6. The professor is (1: audible; 2: inaudible; 3: articulate; 4: inarticulate; 5: a rambler).

7. The required readings for this class contribute (1: greatly; 2: adequately; 3: questionably) to understanding the subject.

8. In my opinion, the exams are (1: an excellent; 2: an average; 3: a poor; 4: an impossible) test of the student's knowledge.

9. Exams are (1: promptly; 2: eventually; 3: never) returned.

10. Class time is (1: always well spent; 2: sometimes wasted; 3: frequently wasted).

Appendix B

STUDENT OPINION OF TEACHING AND COURSE

W. J. McKeachie

I. CHARACTERISTICS OF THE TEACHER AND THE TEACHING

Each of the items below deals with a characteristic of instructors which students feel to be important. Indicate your rating of your instructor by a check at the appropriate point on the scale. The exact point at which you rate is less important than the general impression. Write in after the question any additional comments that you wish to make. Give examples wherever possible.

---

1. Is he actively helpful when students have difficulty?

Not Helpful — Actively Helpful

Example or Comments:

2. Does he appear sensitive to students' feelings and problems?

Unaware — Responsive

Example or Comments:

3. Was he flexible?

Rigid — Flexible

Example or Comments:

4. Does he make students feel free to ask questions, disagree, express their ideas, etc.?

Intolerant — Encourage Student Ideas

Example or Comments:

5. Is he fair and impartial in his dealings with the students?

Unfair — Fair

Example or Comments:

6. Is his speech adequate for teaching?

Unintelligible — Good

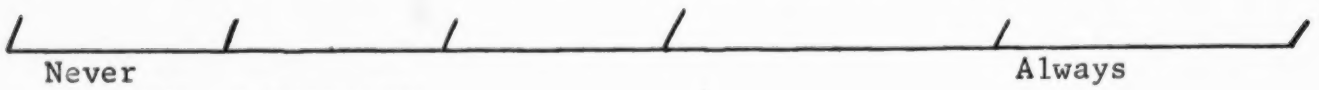
Example or Comments: (Volume, Tone, Enunciation, Rate, Vocabulary, etc.)

7. Does he belittle students?

Belittles — Respects

Example or Comments:

8. Does he tell students when they have done particularly well?



Never Always

Example or Comments:

9. Does he dwell upon the obvious?

Dwells on obvious Introduces Interesting Ideas

Example or Comments:

10. Is he interested in the subjects:

Seems Uninterested Seems Interested

Example or Comments:

11. Does he use enough examples or illustrations to clarify the material?

None Many

Example or Comments:

12. Does he present material in a well-organized fashion?

Disorganized Well-Organized

Example or Comments:

13. Did he follow an outline?

Not at all Very Closely

Example or Comments:

14. Does he stimulate thinking?

Dull Stimulating

Example or Comments:

15. Does he put his material across in an interesting way?

Dull Very Interesting

Example or Comments:

16. Other important characteristics--Please specify:

17. Considering everything how would you rate this teacher? (Circle your rating).

EXCELLENT VERY GOOD GOOD FAIR POOR VERY BAD

Now go back over the list and place a check (✓) before the five items which were most important to you in making your judgment.

II. CHARACTERISTICS OF THE COURSE

1. Are the objectives of the course clear?

Unclear Clear

Example or Comments:

2. Is the amount of work required appropriate for the credit received?

Too Much Too little

Example or Comments:

3. Was the assigned reading difficult?

Too Easy Too Difficult

Example or Comments:

4. Are the tests fair?

Unfair Fair

Example or Comments:

5. Are the grades assigned fairly?

Unfair Fair

Example or Comments:

6. How would you rate the contribution of the textbook to the course?

Poor Excellent

Example or Comments:

Considering all of the above qualities which are applicable (including others that you added), how would you rate this course? (Circle your rating).

EXCELLENT VERY GOOD GOOD FAIR POOR VERY BAD

If you have any additional comments to make about the course or the teacher, please make them at the bottom of this page.

Appendix C

FELLOWSHIP OPINIONAIRE AND EVALUATION

For a better understanding of what happened throughout this year's program, we need your honest and candid views as to what made the Project. We need to know your suggestions or criticisms for change towards improvement or acknowledgement of what should be retained as a strength of the program. We will discuss these areas as much as we can. After answering all questions on the following pages, check the three items that you consider priority in discussing and in the order you would want to see them discussed.

CHECK WHERE APPLICABLE:

1. Staff_____: Administrative _____ or Secretarial_____
2. Fellow _____: Graduate _____ or Undergraduate _____
3. Age: 18 - 22 _____
   23 - 26 _____
   27 - 30 _____
   31 - 35 _____
   Over 35 _____
4. Male _____ Female _____
5. Mexican American _____ Anglo _____ Other _____

ADMINISTRATION AND STAFF OPERATIONAL MECHANICS

Below is a rating chart of the staff and operational procedures. Indicate your rating by a check at the appropriate point on the scale. The exact point at which you rate is less important than the general impression. Write in at the question any additional comments that you wish to make. Give examples wherever possible.

---

1. Have the co-directors been helpful and cooperative when you needed their help?

NO	SOMETIMES	FREQUENTLY

2. Has the coordinator been helpful and cooperative when you needed her help?

NO	SOMETIMES	FREQUENTLY

3. Has the administrative assistant been helpful and cooperative when you needed his help?

NO	SOMETIMES	FREQUENTLY

4. Has the secretarial staff been helpful and cooperative when you needed their help?

NO	SOMETIMES	FREQUENTLY

5. Have the Community liaison personnel been helpful and cooperative when you needed their help?

NO	SOMETIMES	FREQUENTLY

6. Is there a chain of command you can follow to have a grievance heard?

NO	TO SOME EXTENT	YES

7. Do you feel that opportunities are provided for transcript evaluation or graduation procedures handled efficiently?

NO	TO SOME EXTENT	FREQUENTLY

8. Was the necessary paper work for transcript evaluation or graduation procedures handled efficiently?

NO	TO SOME EXTENT	YES

9. Was the equipment checkout system and policies helpful in making equipment available?

NO	TO SOME EXTENT	YES

III

PARTICIPANTS

1. What is your feeling about the involvement of the participants?

LOW PARTICIPATION	AVERAGE PARTICIPATION	EXCELLENT PARTICIPATION

2. What is your feeling regarding "screening out" of non-productive students?

UNFAVORABLE	INDIFFERENT	FAVORABLE

3. Do you believe that things that have been promised to you have been extended?

NO	SOMETIMES	FREQUENTLY

4. Did you have tutorial services available when you requested it?

NO	SOMETIMES	FREQUENTLY

5. Indicate the services that you have used:

SERVICES OFFERED:

Counselling _____
Tutoring _____
Health _____
Testing _____
Writers Clinic _____

6. Do you believe that budget information should be made available to you?

NO	INDIFFERENT	YES

7. Do you believe that proposal information should be made available to you?

NO	INDIFFERENT	YES

IV

EXPERIENCES IN THE COMMUNITY AND IN THE COMMUNITY SCHOOL

1. Do you consider your experiences in the community valuable?

NO	SOMEWHAT	YES

2. What is the degree of parental contact in relationship to children with whom you worked?

VERY LITTLE	SOME	VERY MUCH

3. Did the "live-in" lead to some community involvement?

VERY LITTLE	SOME	VERY MUCH

4. Did the teachers at Dos Rios School have knowledge of your role and responsibilities?

VERY LITTLE	SOME	VERY MUCH

5. Were you given preparation prior to undertaking work with children at Dos Rios School?

VERY LITTLE	SOME	VERY MUCH

6. Do you feel the fellowship participation in community activities like the Bazaar, Parent-teacher Club meetings or Neighborhood Council meetings are important?

VERY LITTLE	SOME	VERY IMPORTANT

Comments: (on any of the above)

COURSE WORK

1. What is your oponion regarding courses offered in the program?

_____	_____	_____
POOR	AVERAGE	EXCELLENT

2. Were you aware of the course work to be undertaken and requirements to be met?

_____	_____	_____
NO	TO SOME EXTENT	YES

3. Course work is based on objectives and activities which are meaningful to the Chicano?

_____	_____	_____
BELOW AVERAGE	AVERAGE	EXCELLENT

4. The most valuable teacher in the program as I see it was _____ _____ Why?

5. More course work should be offered in: Specify area:

(Anthropology; Education; Other)

Appendix D

QUESTIONNAIRE FOR PROGRAM

I. ADMINISTRATION AND ORGANIZATION

1. Have the objectives of the project been clearly specified?

2. What particular aspect (s) of the project mission does the director emphasize?

3. Which particular objectives of the project does the director feel are best being met?

4. Does the director feel there are outcomes or "payoffs" of this project which were unanticipated?

5. Are there any of the original objectives for which the director feels there is no hope?

6. What local administrative problems does the director have?

7. Is there any advisory committee? Of whom does it consist and what is its role?

8. Does the director have sufficient funds for this project to do what he agreed to do this year?

9. Has the director lost any of his initial enthusiasm for the project? Why?

10. Does the director devote full time to the project? If not full time, sufficient?

11. How much influence does the director have with the institution and/or agencies involved in the project?

12. If he is not able to exert influence, can you determine why this is so and indicate what needs to be done?

13. In what ways has O.E. been of assistance to the project director?

14. Are there ways in which O.E. could have been of greater assistance to the director and the project?

15. What is the director's principal impression of O.E. and BEPD?

16. In which areas does the director wish to have further consultant assistance?

17. What is the general quality of the project? Is it well administered?

18. To what degree is this project incorporated into and having influence upon the "regular" educational program at the institution?

19. Is adequate institutional support (e.g., space, supplies, personnel reviews) given to the project?

20. What changes introduced by this project will create permanent modifications in the institution?

21. Is the institution committed, financially and philosophically, to the kinds of functions reflected by this project?

II. CURRICULUM AND PROGRAM CONTENT

1. Is there evidence of a carefully planned curriculum for trainees of the project?

2. What are the strengths of the curriculum? Its weaknesses? Explain.

3. Does the training project and its curriculum have a clear scholarly base? (Visitors should attempt to determine the extent to which the training program is well based in supporting disciplines and has been designed with good insight into relevant theory and knowledge)

4. What evidence is there of effective working relationships and communications with other supporting disciplines?

5. General Impressions and Comments of Site Visitors on the Curriculum.

III. PRACTICUM COMPONENT

1. Is the practicum component of the training program as described in the original application being implemented? Comment.

2. Approximately what percentage of the trainee's scheduled program is directed to practicum activities?

3. How adequate are the provisions for supervision of practicums? Who provides the supervision?

4. Is the practicum component arranged so that it is likely to have long range effects on training agency's "regular" training programs?

5. In general, are practicums of "model" or "exemplary" quality?

6. General Comments and Impressions of Site Visitors on Practicums.

IV. INSTRUCTIONAL RESOURCES

1. In general, what facilities of the training agency/institution are utilized by the project?

2. According to project personnel, is available space adequate?

3. Are library and other media resources adequate? Are modern methods and media being used?

4. Does the project have a special budgetary item for instructional materials? If yes, comment on uses of it.

5. Are specialized laboratories of any kind being used?

6. What sources of funds other than federal supports are available to the project?

7. What is the extent and kind of materials currently being developed as part of the project? Are these of such quality as to be worthy of dissemination among like institutions?

8. In general, is this project helping to build instructional resources of the sponsoring agency which are relevant to training of "regular" personnel to educate Mexican American children?

9. General Comments and Impressions of Site Visitors on Instructional Resources.

V. FACULTY AND PROJECT PERSONNEL

1. Are personnel listed in the original application actively engaged in the project?

2. Were there problems in locating staff? Why? Discuss.

3. What are the strengths of the faculty and are they adequate for the special purposes of the project?

4. In what ways are community personnel involved and qualified for this project?

5. To what extent are project personnel part of the regular faculty?

6. To what degree is the faculty personally committed to this project? Is this commitment likely to be sustained for a longer duration than project funding?

7. Do all project personnel appear to have an understanding of major themes and current developments relating to the field of training in which they are engaged? Are they prepared to make a theoretical case for the project?

8. Is there evidence of interdisciplinary faculty support?

9. General Comments and Impressions of Site Visitors on Faculty.

VI. TRAINEES

1. What do trainees themselves feel they are being trained to do and is it what they expected?

2. What would trainees change about the project if given the opportunity?

3. Do trainees find resources for conducting the project adequate for their purposes? - e.g., are faculty, instructional materials, laboratory, and field experiences adequate?

4. What is the general attitude of trainees toward this project? Do they feel it is so promising it ought to be installed elsewhere, or does it have a long period of development ahead even at this site?

5. Do trainees perceive the program to be substantially different from the usual program? Comment.

6. How were trainees recruited and selected?

7. What are the characteristics of the selected group?

8. Was there a surplus of applicants?

9. In general, what is the feeling of the project staff and of the site visitors about the abilities and experiences of trainees?

10. Are trainees involved in project planning? In what areas? How?

11. In general, what is the state of morale among trainees?

12. General Comments about Trainees.

VII. THE PROJECT'S EVALUATION PLAN

1. What is the project's evaluation design? Where is it described?

2. What kinds of data are being collected and, in general, what is to be done with the data?

3. Is the evaluation plan (and the data being collected) well suited to the project objectives? Discuss and evaluate in relation to both training objectives and objectives of "system change."

4. What particular strengths and weaknesses are apparent in the evaluation phase of the project?

5. Does the project have local resources to handle evaluation problems or does outside help seem indicated?

6. General Impressions and Comments of Site Visitors on the Evaluation procedures.

VIII. COMMUNITY INVOLVEMENT AND INTERACTION

1. How do the project personnel define their "community"?

2. What aspects of the community are involved?

3. What role do members of the community play in planning activities?

4. What is the tenor of the relationship between the community and the training institution/agency?

5. What evidence is there that change will be effected in the relevant community agencies?

6. General Comments and Impressions of Site Visitors on Community Involvement.

IX. DISSEMINATION

1. Have dissemination activities been planned? If so, describe briefly and provide general assessment of plans.

2. In general, is the agency in position to undertake dissemination activities with like agencies in other parts of the nation?

3. In what specific ways does the project need assistance in dissemination activities?

4. General Comments and Impressions of Site Visitors on Dissemination.

X. EFFECTS OF THE PROGRAM

1. Indicate where and how changes introduced by this project have led or probably will lead to permanent modifications in the schools.

2. Is there evidence of communication and coordination between this project and other federally funded projects in the area? Describe.

3. Does this project affect only the sponsoring institution(s) or does it have a "multiplier" effect by some means? Explain.

4. In what ways are staff and students in other programs of the college, schools, and community aware of and influenced by this project?

5. What would you (site visitor) identify as the strongest points in the project you visited?

6. What are the major problems encountered by the project?

7. If the total Program of BEPD were to be judged by the quality and potentialities of this project, what would be your perspective on BEPD?

Appendix E.

Student Perceptions of Desireable Teaching Characteristics

A secondary analysis was performed to determine the students' perception of desireable teaching characteristics. These data were obtained and tabulated from one of the final questions in the "Fellowship Opinionnaire and Evaluation" form. The following is presented in terms of frequency of listing:

Characteristics	Frequency
Subject-matter knowledge	9
Relevance to Mexican American Cultural Needs	9
Understanding of Students and Rapport	5
Presentation	4
Contact with Community	1